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ABSTRACT

This book is designed to improve programs of graduate study in five majors under the general heading of health education: physical education, health education, recreation education, safety education, and dance. The first section outlines the history and purposes of graduate education in health-oriented majors and proposes that the same problems that plague them plague graduate education in general--mainly, the placement of emphasis in graduate study. Detailed in this book are guidelines for general educational patterns and organization, instructional methodology, instructional and research resources, and guidelines for programs of study for each of the five majors. (JA)

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GRADUATE EDUCATION IN HEALTH EDUCATION, PHYSICAL EDUCATION, RECREATION EDUCATION, SAFETY EDUCATION, AND DANCE

REPORT OF A NATIONAL CONFERENCE

SP 006 606

AMERICAN ASSOCIATION FOR HEALTH PHYSICAL EDUCATION AND RECREATION

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EDUCATION

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CONFERENCE
ON GRADUATE EDUCATION

JANUARY 8-13, 1967 WASHINGTON, D.C.

Graphic Summary of the Scope, Purpose, Goals, and Approach

THE AIM WAS

TO ESTABLISH GUIDELINES AND STANDARDS AT THE MASTER'S AND DOCTORATE LEVELS

IN THE AREAS OF

HEALTH EDUCATION	PHYSICAL EDUCATION	RECREATION EDUCATION	SAFETY EDUCATION	DANCE

RELATIVE TO

FACTORS OF OVER-ALL CONCERN

PATTERNS OF GRADUATE STUDY	THE GRADUATE FACULTY	THE GRADUATE STUDENT	INSTRUCTIONAL METHODOLOGY	INSTRUCTIONAL AND RESEARCH RESOURCES

AND

PROGRAMS OF STUDY FOR

HEALTH EDUCATION	PHYSICAL EDUCATION	RECREATION EDUCATION	SAFETY EDUCATION	DANCE

BY AND THROUGH

DEFINING THE NATURE AND PURPOSES OF GRADUATE EDUCATION	DETERMINING THE CURRENT STATUS OF GRADUATE EDUCATION	EXPLORING NEW MEDIA, STANDARDS, AND SUCCESSFUL PROGRAMS	REVIEWING COMPLETED RESEARCH	DISCUSSING, ANALYZING AND EVALUATING NEW PROGRAM POSSIBILITIES	UTILIZING OTHER AGREED-UPON APPROACHES

FOREWORD

THE GRADUATE EDUCATION CONFERENCE represented a vigorous, concentrated effort by the American Association for Health, Physical Education, and Recreation to establish guidelines for graduate education in health, physical education, recreation, safety education, and dance, through the intellectual pooling of ideas by some of the most distinguished educators in these fields.

The Planning Committee met first in May, 1965 to outline programs and policy; subject specialization would be the key to guidelines—there would be no attempt to combine the separate disciplines for graduate study. Educational and organizational concerns common to all subject areas would be identified and guidelines would be established for both individual programs and for the areas of common concern.

During the nineteen months between this first planning meeting and the Conference itself, selected committees researched the current status and purposes of graduate education, evaluated new graduate program possibilities, explored new media for graduate education, and investigated completed research. The homework done, the Conference became the setting for the presentation of the results of these efforts. From five days of Conference—lectures, seminars, and working groups—emerged the synthesis of material included in this report.

Special thanks go to Ben Miller for his efficient direction of the Conference and to Laura Huelster as chairman of the Planning and Steering Committees.

CARL A. TROESTER, JR.
Executive Secretary-Treasurer

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INTRODUCTION

THE AIM OF THE AAHPER CONFERENCE on Graduate Education was to establish guidelines and standards at the master's and doctorate levels in the areas of health education, physical education, recreation education, safety education, and dance. Recommendations were focused on institutional graduate patterns and organization, faculty and staff, the graduate student, instructional methodology, instructional and research resources and programs of study in the five areas.

The Conference was proposed by the Professional Preparation Panel of the American Association for Health, Physical Education, and Recreation, in cooperation with the Association Divisions and approved by its Board of Directors.

A Planning Committee with representation from the Panel and the Divisions was established. The Committee held two meetings to develop the over-all Conference design, to determine policies and procedures, and to consider the Conference delegates who were named by the Division officers.

Background papers were prepared on the "Purposes of Graduate Education" by a pre-Conference committee chaired by Louis Alley, University of Iowa, Iowa City, and on the "Current Status of Graduate Education" by Matthew C. Resick, Kent State University, Kent, Ohio. Additional Conference papers were developed prior to the Conference by committees established on the recommendations of the Division officers. During the Conference, the majority of time was allocated to the area groups for analyzing and refining the previously submitted working papers. Statements for the development of guidelines for graduate education in camping and outdoor education and in the administration of men's athletics were not reviewed sufficiently to be included in this report.

Two publications by the Council of Graduate Schools in the United States, *The Master's Degree* and *New Doctor of Philosophy Degree Programs*, and two publications by this same Council in cooperation with the Association of Graduate Schools in the Association of American Universities, *The Doctor of Philosophy Degree* and *The Doctor's Degree in Professional Fields*, served as invaluable resources in helping to establish the general framework within which the guidelines and standards in the report were developed. The "Committee Reports on Graduate Study," from the Thirty-Seventh Annual Meeting (1966) of the American Academy of Physical Education, served as resources in the preparation of the pre-Conference papers.

An additional resource used in the recreation education phase of the Conference was the published report of tentative standards and evaluative criteria of the Recreation Education Accreditation Project of the Federation of National Organizations for Recreation.

All delegates were assisted greatly in their deliberations by the following general sessions presentations: "Recent Developments in Graduate Education" by Roy Edelfelt, Associate Secretary, National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D.C.; "Graduate Education in the Arts and Sciences Today." by Gustave O. Arlt, President, The Council of Graduate Schools in the United States, Washington, D.C.; "Standards in Graduate Education" by Michael Pelczar, Vice President for Graduate Studies and Research, University of Maryland, College Park; and "Greetings" and "Observations on the Conference" by Leona Holbrook, President, American Association for Health, Physical Education, and Recreation, Brigham Young University, Provo, Utah.

The ultimate purpose of the Conference report is to improve graduate programs of study for the people these programs serve, especially the students and the consequent consumer of their services, the public. These guidelines and standards should be used to improve general understanding of the nature of graduate education and to assist in the self-study and institutional evaluation of all graduate programs in health education, physical education, recreation education, safety education, and dance.

Every available resource should be utilized, including the individual institutions and professional organizations, to facilitate the use of these guidelines and standards in redirecting, upgrading, and undergirding graduate education for higher levels of excellence.

Although this report identifies the general pattern and characteristics of quality graduate education programs, it is recognized that the programs at some institutions may not follow the more specific recommendations in all respects because of the varied ways in which academic institutions approach standards of excellence. The guidelines presented in the report, however, are the minimum which should be achieved by all institutions offering graduate education programs in one or more of the five areas. It is hoped and expected that all institutions will aspire to a higher level of effectiveness by committing themselves to the ultimate goal of exceeding in all respects the minimum standards.

Personnel in each institution might well begin with a critical analysis and interpretation of the guidelines and standards, followed by the development of a continuing plan to keep the faculty and staff aware of trends and issues and involved in the improvement of standards.

Purposes of Graduate Education

Graduate Education Controversy; Patterns of Graduate Study; Development of Graduate Education in Health Education, Physical Education, Recreation Education, Safety Education, and Dance; Major Issues and Problems; Purposes of Graduate Study.

BEFORE GRADUATE SCHOOLS were established in the universities of the United States, American scholars traveled to Europe for advanced study. During the nineteenth century, a majority of such scholars chose to do graduate study in German universities, a circumstance that was later to have a marked and lasting impact upon graduate education in the United States.

During the middle of the last century growing pressures resulting from the rapid expansion of knowledge in the sciences, together with a popular demand for practical and professional preparation at the college level, motivated a number of American institutions of higher learning to establish graduate schools. The first such attempt that met with success culminated in the establishment of Johns Hopkins University in 1876, a new institution, designed to function solely as a graduate college.[1] Other institutions had previously initiated graduate programs leading to the Ph.D. degree (Yale, in 1861, awarded the first three earned Ph.D.'s conferred by an American University; and in 1876, 25 institutions awarded a total of 44 Ph.D. degrees[2]); but Johns Hopkins was "the first American university to adopt the German idea of research and to add it to the college, which was derived from the British,"[3] a practice that was to be widely adopted by other universities.

Because the graduate schools in the United States followed the German model, research assumed a position of prime importance in graduate study and continues to hold such a position today. Further, as in German universities, the graduate faculty in most universities in the United States also served as a part of the undergraduate faculty and was established administratively as a single unit rather than as separate units representing broad fields. The former circumstance, according to McGrath,[4] has resulted in a rather drastic decline in liberal education; the latter, in a weak administrative structure for the graduate college that contributes materially to the confusion in graduate education.[5]

By 1900, graduate study was an established function of American colleges and universities as evidenced by the conferring of some 250 earned doctorates during that year.[6] From 1900 to 1920, graduate enrollments continued to rise at a steady rate as additional colleges and universities initiated graduate programs. The apparent need for a professional graduate degree in education led to the conferring of the first Ed.D. degree by Harvard University in 1920.[7]

From 1920 to the present, graduate enrollments and the number of graduate degrees conferred increased sharply. In 1920, graduate enrollments totaled about 15,600; in 1940, about 106,100; and in 1960, about 314,300.[8] These increases in graduate enrollments were reflected in the number of graduate degrees conferred. In 1920, 615 doctor's degrees and 4,279 master's degrees were conferred; in 1940, 3,290 doctorates and

26,731 master's degrees; and in 1960, 9,829 doctorates and 74,497 master's degrees.[9] In 1963-64, 14,390 doctorates and 101,122 master's degrees were conferred.[10]

Accompanying these increases in enrollment and in number of degrees conferred each succeeding year was an increase in the number of fields of study in which graduate degrees were offered, which increase was a reflection of the expansion and proliferation of knowledge and the necessary specialization that followed. As a result, the types of graduate degrees available grew to be rather extensive. In 1959, 121 varieties of the Master of Arts degree and 272 varieties of the Master of Science degree were conferred by institutions of higher learning in the United States.[11] In 1961-62, 197 institutions conferred 36 different kinds of doctor's degrees of which 83.8 percent were Doctor of Philosophy degrees and 11.2 percent were Doctor of Education degrees.[12]

GRADUATE EDUCATION CONTROVERSY

From the first attempts to establish graduate study in American institutions to the present day, controversy concerning the nature and purposes of graduate education has resulted in almost continuous debate among those engaged in higher education. Many of the topics of debate have remained unchanged over the years.

> Not many seem to have been settled by argument and agreement. The same issues have always been discussed, largely in the same way. What does the Ph.D. really mean? What is the place of the Master's? How can standards be maintained under the pressure of numbers? Why aren't the students better qualified? Why not give the preparation of college teachers more consideration relative to research, especially since college teaching is the prime occupation of the graduates? What can be done to counter the growing specialization of the disciplines? How can the doctoral dissertation be domesticated? How many institutions should offer doctoral work? And all of these must be reckoned with today.[13]

In 1948 the Conference of Deans of Southern Graduate Schools made a distinction between "graduate work and degrees" and "professional work and degrees."

> Without attempting an inclusive statement, the Conference of Deans thinks of the "professional" graduate curricula as having an emphasis on application and that the instruction is chiefly concerned with "training" in the skills and techniques of practice in a field of endeavor. It thinks of "graduate" work as being concerned with the history and theory of a subject, as being occupied evidentially and critically with the materials of knowledge in a field, and as being charged with a research element and emphasis.[14]

The major issues center around the question of where the emphasis in graduate education should be placed. Should graduate study be primarily *professional* or *academic* in nature? Should the emphasis be placed on

vocational preparation or on advanced study and research in an academic field? Should the ultimate aim of graduate study be to produce the educated man or the skilled specialist? Part of the controversy arises from the fact that methods for advanced study differ for the various disciplines. The scientific method, which has been used so effectively in the biological and physical sciences, may not be applied as effectively in the humanities and the social sciences; yet, it appears that the scientific method has had an undue influence on the nature of graduate work, generally.

Regardless of the point of view adopted regarding the basic issues, many additional questions remain to be answered. By what programs and methods are teachers for the schools and colleges best prepared? How can the undergraduate program and the graduate program be articulated effectively? Should graduate research be directed primarily toward the advancement of knowledge or toward the education of the student? What constitutes an acceptable dissertation topic? How should the M.A. thesis differ significantly from the Ph.D. dissertation? Should foreign language be a requirement for the Ph.D.? Such questions must be answered in light of the position chosen on the basic issues.

PATTERNS OF GRADUATE STUDY

Attempts by colleges and universities to meet the many and diversified demands made upon them have resulted in the development of a variety of patterns of graduate study. Such patterns include—

- A five-year articulated program of undergraduate and graduate work culminating in a professional teaching degree which may or may not be a "master's" degree.
- A one-year graduate program primarily designed for elementary and secondary school teachers or other professional personnel and culminating in a terminal master's degree, usually without thesis.
- A one-year master's program, research oriented, designed as the first step in a graduate program leading to the doctorate. A thesis is required.
- A two-year graduate program culminating in a professional degree, usually in business or education.
- A three-year graduate program culminating in a master's degree in fine arts.
- A three-year graduate program, often without foreign language and the formal dissertation requirements, terminating in a doctorate, most frequently the Ed.D. degree.
- A three-year graduate program, with foreign language and formal dissertation requirements, terminating in the Ph.D.

Through the various patterns of graduate study, graduate schools attempt to accomplish the following declared purposes:

- To add to the store of knowledge through basic research.
- To prepare scientific research workers and humanistic scholars for colleges and universities, business, industry, and government.
- To provide advanced study for teachers, specialists, and administrators in the schools.

DEVELOPMENT OF GRADUATE EDUCATION IN HEALTH EDUCATION, PHYSICAL EDUCATION, RECREATION EDUCATION, SAFETY EDUCATION, AND DANCE

To trace accurately and precisely the development of graduate work in health education, physical education, recreation, safety education, and dance is difficult because graduate programs in physical education emerged, generally, as a part of the graduate offerings of schools and colleges of education; then, graduate programs in health education grew out of graduate physical education programs, followed by graduate programs in recreation. Graduate programs in safety education and in dance are the most recent additions to graduate programs that are affiliated with physical education. Often the degrees granted were in reality graduate degrees in education with various amounts of specialization in health education, physical education, and/or recreation. As late as 1942, schools of education offered 85 percent of all doctor's degrees and 51 percent of all master's degrees available for the graduate major in physical education.[15] In recent years, due primarily to expanded knowledge and the attendant increased need for specialization, there has been a trend in the universities toward the establishment of distinct and separate graduate programs of health education, physical education, and recreation education, either in autonomous departments or, more frequently, in schools or colleges embracing all three areas.

Columbia University is credited with offering in 1901 the first major in physical education leading to the master's degree; followed closely by Oberlin College, which conferred its first such degree in 1904.[16] The first programs in physical education leading to the Ph.D. degree were offered in 1924 by Teachers College, Columbia University, and by the School of Education, New York University; the first such programs leading to the Doctor of Education degree, by Stanford University and by the University of Pittsburgh in 1929.[17] By 1943, 56 institutions offered graduate programs in physical education leading to seven different types of master's degrees; and 20 institutions offered such programs leading to three types of doctor's degrees.[18]

The AAHPER Directory of Professional Preparation Institutions (June, 1966)[19] lists the colleges and universities that offered graduate

degrees in health education, physical education, and/or recreation education during the 1964-65 academic year. In health education, 82 colleges and universities offered master's degrees and 26 offered doctor's degrees; in physical education, 205 offered master's degrees and 50 offered doctor's degrees; in recreation education, 55 offered master's degrees and 22 offered doctor's degrees. In a relatively few instances, the degrees offered were designated as degrees in two or more of the fields in question, e.g., health and physical education, rather than in a single field. During 1963-64, 2,169 master's degrees and 94 doctor's degrees in physical education (or in a curriculum in which physical education was combined with health education or recreation) were conferred by colleges and universities in the aggregate United States.[20]

Graduate offerings in health education were originally limited to isolated courses, usually offered in education, hygiene, and/or public health. Certain of these courses came to be incorporated into graduate programs in physical education; and in the 1920's, graduate programs designed to prepare professional personnel in school health education began to emerge as separate and distinct entities. In most instances, these programs in health education retained some sort of administrative relationship with the physical education program.

The Second Conference on the Professional Preparation of Students Majoring in Health Education held in Washington, D.C., in January 1953 was historic in the sense that it was realized that "a composite of statements from the two professions—education and public health—could speed recognition of the common denominator of training for the two types of health educators."[21] The Conference also emphasized the principle that preparation in health education must be interdisciplinary with strong support and coordination from medicine, the communication arts, behavioral sciences, public health, physical education, and related academic areas.

The information given above concerning the number of colleges and universities offering graduate degrees in health education in 1963-64 provides some indication of the growth of graduate work in this area. During that same year, 160 master's degrees and 10 doctorates in health education were conferred.[22]

Although the recreation movement developed outside the school system, a close relationship between recreation and physical education was inevitable. Many prominent leaders in physical education played active roles in the development of the recreation movement and, throughout, personnel trained in physical education have provided a major source for recreation leaders. Over the years, as recreation education widened in concept and in scope to include such areas as art, music, drama, and therapeutic recreation, the affiliations of professional recreation personnel have been extended to include—in addition to the long-term affilia-

tion with AAHPER—other appropriate professional organizations and agencies.

Before 1926, only a course or two for recreation leaders appeared among the offerings by physical education departments. The first attempts at graduate study in recreation occurred in 1926 when the Playground and Recreation Association (to become, in 1930, the National Recreation Association) established a one-year graduate school in New York City to train recreation administrators, a school that continued to function for ten years.[23] By 1930, several institutions of higher learning had established graduate programs with specialization in recreation, a trend that has continued as evidenced by the number of institutions that offer master's and doctor's degrees in recreation (see above). In 1963-64, 115 master's degrees and 5 doctor's degrees in recreation were conferred by institutions in the aggregate United States.[24]

Graduate work in safety education was first offered at New York University in the mid-1920's, but several theses and dissertations in this area also were completed at Columbia and the University of Chicago before 1930. A significant event was the establishment in 1938 of the Center of Safety Education at New York University with Herbert Stack as director.[25] It is estimated that nearly five hundred theses and dissertations have been done in this field since 1925.[26] Many of these graduate studies in safety education were done by students who received a degree in health education, physical education, or recreation.

The first advanced degree in dance appears to have been given at the University of Wisconsin. University officials there report that this degree was awarded during the academic year 1929-30. Until other claims are established and verified, this date should stand as marking the beginning of established graduate programs in dance. The *Dance Directory*, 1966 edition, published by AAHPER, lists six institutions that offer the doctorate in dance; and an additional 23 institutions that offer the master's degree in dance. Eleven additional institutions offer a "dance concentration" in a graduate program; four other institutions offer a graduate minor in dance.

MAJOR ISSUES AND PROBLEMS

Graduate study in health education, physical education, recreation education, safety education and dance has been—and is currently—faced with essentially the same basic issues and problems that have been the center of controversy in graduate education in the United States throughout its history. This controversy and self-scrutiny concerning the purposes of graduate study appears to have increased considerably during the past decade, which increase is probably a natural phenomenon in the evolution of relatively young fields of study in their struggle to achieve maturity and stature. Not all of the scrutiny and criticism has been self-ini-

tiated. James Conant was explicit—if not constructive—in his criticism and recommendation concerning graduate work in physical education when he wrote,

> I am far from impressed by what I have heard and read about graduate work in the field of physical education. If I wished to portray the education of teachers in the worst terms, I should quote from the descriptions of some graduate courses in physical education. To my mind, a university should cancel graduate programs in this area. If the physical education teacher wishes to enter into a research career in the field of physiology of exercise and related subjects, he should use the graduate years to build on his natural science background a knowledge of the physiological sciences that will enable him to stand on an equal footing with the undergraduate major in these sciences.[27]

As is the case in graduate education generally, the major issue which confronts graduate programs in physical education and related areas is where the emphasis in graduate study should be placed. Should the emphasis be placed on professional and technical training, or should it be placed on advanced study and research in the academic aspects of the areas under consideration?

Because institutions answer this question in different ways, their graduate programs, curricular prerequisites, and thesis requirements differ. Little or no background in research methods and statistics, for example, may be offered on the undergraduate levels in some institutions; and the course content in these areas on the M.A. and Ph.D. levels varies widely from institution to institution. Research-oriented institutions seek graduate students who have strong undergraduate backgrounds in liberal arts with study in depth in particular disciplines; other institutions are more concerned with the previous professional and activity training of applicants. The graduate program in research-oriented institutions is usually organized around a core of studies, such as research methods and psychological, historical, sociological, and philosophical foundations—with a strong emphasis on independent research. In professionally-oriented institutions, several courses may be offered that relate to these areas; but the majority of the courses offered are vocationally oriented. Thesis requirements vary throughout the country: the M.A. thesis must be "pure" research in some institutions; "applied" research or scholarly papers are acceptable elsewhere. Some institutions have no thesis requirements. The above distinctions in graduate programs are not always sharply delineated. Some institutions are strongly research oriented; some are gradually shifting from one type of program to another; some professionally-technically oriented institutions emphasize the practical application of research findings, and others almost completely ignore research.

In the past, graduate study in physical education and related areas has been (to a large extent) professional and technical in nature. This emphasis has not escaped notice in undergraduate and graduate academic circles.

> There is a widespread belief on the part of our academic colleagues and most lay persons that physical educators are primarily practitioners. Our programs in basic instruction and intramural and interschool competitive sports programs, as well as our offerings in physical recreation, provide the basis for this belief.[28]

The emphasis upon professional preparation rather than upon advanced study and research of a purely academic nature is undoubtedly due to the long and widespread affiliation—either directly or indirectly—of health education, physical education, recreation education, safety education and dance with colleges and departments of education.

> In fact, physical education has the doubtful distinction of being a school subject for which colleges prepare teachers but do not recognize as a subject field, since the typical physical education department is unique in being under the jurisdiction of or closely related to the school or department of education.[29]

That the orientation toward emphasis upon professional and technical training at the graduate level is viewed with disfavor by some is inherent in the statement by Conant above, and more explicitly stated by Daniels.

> The day is drawing to an end when respected membership in the academic community can be retained through utilitarian programs alone.[30]

Accompanying the debate on whether graduate study should be primarily professional or academic in nature are rather widespread attempts to define more precisely than before the knowledge that comprises—or should comprise—physical education as an academic discipline. Most of these attempts include suggestions for a new and improved title for the field "physical education." Henry suggests the following as constituting, at least in part, a scholarly field of knowledge basic to physical education.

> There is indeed a scholarly field of knowledge basic to physical education. It is constituted of certain portions of such diverse fields as anatomy, physics and physiology, cultural anthropology, history and sociology, as well as psychology. The focus of attention is on the study of man as an individual, engaging in the motor performances required by his daily life and in other motor performances yielding aesthetic values or serving as expressions of his physical and competitive nature, accepting challenges of his capability in pitting himself against a hostile environment and participating in leisure time activities that have become of increasing importance in our culture.[31]

In an address at the Professional Preparation Section meeting of the AAHPER in Dallas in 1965, he suggested, "Perhaps this field of knowledge should be called *kinesiological sciences,* so that we will be less apt to confuse it with the professional field of education."

Daniels points out the need to expand scholarly effort and suggests the areas in which such expansion should occur.

> If we are to gain recognition in the academic world we must follow pathways similar to those traversed by other disciplines in achieving their progress. For us this means a greatly expanded program of scholarly activities in such areas as history of physical education and sport, the social significance of physical education and sport in our culture, motor learning, exercise physiology, biomechanics of human movement, and comparative studies indicating the contribution of physical education and sport to international understanding and cooperation.[32]

Larson[33] proposes a two-track curricular program for the "activity sciences": one for practitioners* and the other for specialists. The *practitioner program* would provide a broad background of understanding and depth in the activity sciences: (1) health sciences, (2) biokinetic sciences, (3) socio-cultural sciences, (4) therapeutic sciences, and (5) safety sciences. This program would include requirements in professional education and laboratory experiences. Practitioners would have professional opportunities for service at all educational levels. The *specialist program* would emphasize depth in a selected science or philosophy (biology, psychology, sociology, physical sciences, philosophy, or education) within the context of human activity, and would qualify the student for work in each of the activity sciences within the limits of his selected science or philosophy. In the specialist program, the requirements in professional education and laboratory experiences in activities would be reduced. Research and professional teaching positions in colleges and universities would be open to the specialist.

Stish suggests that physical educators have but two major responsibilities—to teach the child to know himself and to control himself in his motor responses to his environment; and that *anthropokinetics*—which he defines as "the applied science which treats of human motion"[34]—might become the "mother science" for subject matter in physical education.

Abernathy and Waltz[35] state that "physical education" lacks clarity in denoting the nature of a field of inquiry or a discipline and suggest the term "human movement" as a more appropriate term. They propose that three major areas of concern—man, movement, and environment—serve to establish the parameters of the discipline, human movement.

An attempt to define physical education as an academic discipline is presently being made. A small group of physical educators is continuing "the body of knowledge project" initiated by the American Academy of Physical Education in 1962. Two purposes of the initial meeting† of this group were (1) to examine the problems inherent in any discipline or

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*The term *practitioner*, as used throughout his document, means "one who practices a profession."

†Held in Chicago October 13-16, 1965, and sponsored by The Athletic Institute, The American Academy of Physical Education, and the Physical Education Division of AAHPER.

area of scholarly study and research, with particular reference to the theoretical foundations of physical education and (2) to propose ways to support a long-term and large-scale attempt to analyze and describe the structure of knowledge in the area called physical education.

PURPOSES OF GRADUATE STUDY

The purposes to be accomplished through graduate study in health education, physical education, recreation education, safety education and dance necessarily include the basic purposes which underlie all of graduate education. In achieving these purposes, the highest standards of scholarship and creativity should be maintained in all aspects of graduate education. These purposes may be stated as follows:

- To add to the store of human knowledge through basic research.
- To extend the range of nonverbal expression (dance, games, sports, etc.) through encouragement of human invention and imagination.
- To prepare scientific research workers and humanistic scholars.
- To provide advanced preparation for practitioners (teachers, coaches, supervisors, activity specialists, and administrators) at various levels of competency.
- To develop leaders who have the ability to think and to employ their rational powers in gaining understanding, aesthetic sensitivity, and moral responsibility.

Footnotes

[1] Berelson, Bernard. *Graduate Education in the United States*. New York: McGraw-Hill Book Company. 1960. pp. 6-9.

[2] Ludlow, H. Glen and others. *The Doctorate in Education: Volume IV—Follow-Up Study*. Washington, D.C.: American Association of Colleges for Teacher Education. 1964. p. 22.

[3] Carmichael, Oliver C. *Graduate Education: A Critique and A Program*. New York: Harper and Row, 1961 p. 13.

[4] McGrath, Earl J. *The Graduate School and the Decline of Liberal Education*. New York: Institute of Higher Education, Teachers College, Columbia University. 1959.

[5] Berelson, *op. cit.*, pp. 119-24.

[6] *Ibid.*, p. 14.

[7] Eells, Walter C. and Harold A. Haswell. *Academic Degrees*. Washington, D.C.: Department of Health, Education and Welfare. Office of Education. 1960. p. 27.

[8] American Council of Education. *American Universities and Colleges*. 9th ed. Washington, D.C.: American Council of Education. 1964. p. 54.

[9] *Ibid.*, p. 1260.

[10] *Summary Report on Bachelor's and Higher Degrees Conferred During the Year 1963-64*. Washington, D.C.: Department of Health, Education, and Welfare. Office of Education. 1964.

[11] Eells and Haswell, *op. cit.*, p. 26.

[12] Chase, John L. *The Number and Kinds of Earned Doctor's Degrees Awarded by United States Institutions in 1961-62*. Washington, D.C.: Department of Health, Education and Welfare. Office of Education. 1964. p. 2.

[13] Berelson, *op. cit.*, p. 41.

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FACTORS OF OVER-ALL CONCERN

GRADUATE

CHAPTER

II

EDUCATION

Graduate Education Patterns and Organization

Master's Degree Program; Intermediate Degree or Certificate Program; Doctoral Program; Post-Doctoral Program; Administrative Patterns.

THE FOLLOWING RECOMMENDED GUIDELINES for graduate programs in health education, physical education, recreation education, safety education, and dance arise from principles underlying graduate education and organizational patterns. These guidelines have been formulated with reference to what *should be* rather than *what is* in terms of current practices. Although these recommendations tend to be philosophical or theoretical in tone we believe they represent feasible, practical, and obtainable goals. The guidelines propose to improve graduate study in these special disciplines within sound undergraduate liberal and professional programs.

Graduate programs contain a variety of degree patterns. These include the master's degrees, intermediate degrees, certificate programs, doctoral degrees, and the post-doctoral programs. Although the names of degrees are an institutional matter, a proliferation of highly specialized degree titles should be avoided.

Programs of graduate study should be flexible and adaptable to individual needs of candidates within the framework of the institution; each candidate for a graduate degree, at any level, should be thoroughly instructed in the requirements and nature of the degree he undertakes to acquire. In order to qualify for admission to a graduate program, applicants should be required to meet definite institutional standards, including the fulfillment of specific course work and academic achievement in both general and professional education. Personal as well as academic qualifications of each applicant should be assessed so that he may select the program best suited to his needs and capabilities. Candidates should be challenged early in their degree programs and evaluated in appropriate ways at designated intervals, not only at the termination of course work. Acceptable standards of writing and speaking must be fulfilled by all candidates.

Colleges and universities which offer advanced degrees undertake the responsiblity to establish and maintain high quality programs for their students. There must be a distinctly identified graduate faculty; research and teaching fellowships and assistantships should be available; facilities, equipment, laboratories, library, and other resources must be designed to meet graduate program needs; and off-campus resources for field experiences should be readily available. A graduate center with social, living, and study facilities can enrich academic experiences and foster communication with students in a variety of disciplines.

MASTER'S DEGREE PROGRAM

The master's degree program is an extension of the bachelor's degree program, usually in the same field. In some areas of health education, physical education, recreation education, safety education, or dance, an undergraduate program in a related discipline may be accepted. Some of

the course offerings for the master's degree should be open to graduate students only. The program may offer the options of either terminating in a master's degree or leading to the doctorate or some intermediate degree or certificate. Comprehensive knowledge should be acquired within a major area of concentration. If desirable, there may be intensive specialization in a part of that area or exploration in related basic disciplines. Some understanding of research is essential, preferably supported by a definitive research experience or production. The candidate for the master's degree should devote full time to graduate study and research in residence for a minimum of one semester, one quarter, or one summer session.

INTERMEDIATE DEGREE OR CERTIFICATE PROGRAM

This program can be planned to culminate in a terminal degree of certification or continue with further study toward the doctorate. With a master's degree or the equivalent as a prerequisite, this program should develop additional depth in a specialization of health education, physical education, recreation education, safety education, or dance. Emphasis should be placed on the practical application of experience and research. Interdisciplinary relationships and further specializations may make desirable other degree or certificate patterns. Active exploration of these possiblities should be encouraged.

DOCTORAL PROGRAM

Research, creativity, and scholarship are the primary purposes of doctoral study. The doctoral student should concentrate in a particular specialization in health education, physical education, recreation education, safety education, or dance. The degree requires a mastery of the area as demonstrated by scholarship and proficiency. Flexibility is necessary within the degree program in order to accommodate the student's varied interests and provide adequate qualification for desired professional goals. A formal dissertation, a scholarly study, or a creative project should be required. The doctoral students should be in residence for a minimum of one academic year. Language or options appropriate to the area of specialization may be required by the institution.

POST-DOCTORAL PROGRAM

This level of degree program offers options for advanced intensive study in subject areas which may be highly specialized and rigidly planned or those which may afford full freedom to explore and generate ideas. Through endowed chairs, seminars, and other means, the program should provide opportunities for eminent scholars to study and share their knowledge and experience with resident faculty and students.

ADMINISTRATIVE PATTERNS

- A graduate school administers all graduate degree programs and grants the degrees for all disciplines, including health, physical education, recreation, safety education, and dance. Such a pattern would be directed by a dean who is assisted by a graduate council composed of representatives from all departments and schools which offer degree programs. Candidates will be required to meet certain standards such as language requirements, grade point averages, and type of evaluation procedures in all programs. Curriculum specifies for each program would be recommended by each department or school and be subject to approval by the council and the dean.
- A college or school incorporating the areas of health, physical education, recreation, safety education, and dance administers the programs and recommends the degrees. The programs will be directed by a dean who is assisted by a council composed of various curricular representatives and in some instances by other representatives of the university. This group would determine the various requirements and evaluative procedures to be observed by each curriculum.
- Some other academic college or school administers and recommends all degrees. The administration, through a dean and council, would be essentially the same as described above. General requirements would be recommended by each subject matter area and subject to approval of the dean and council.
- An interdepartmental or intercollegiate program, planned on an individual basis and administered by an interdisciplinary structure, links graduate study in health education, physical education, recreation education, safety education, and dance with other disciplines.

Institutional organization patterns are strengthened by such inter- and extra-organizational patterns as separately administered units of health, physical education, recreation, safety education, and dance; an administrative framework of health, physical education, recreation, safety education, and dance which would encourage close working relationships with all other appropriately related institutional units; traveling scholar programs which would enable graduate students to take advantage of special resources available in other graduate centers, nationally and internationally, but not in his own; a visiting professor or professor-in-residence program which would be available for certain periods of time at each graduate center within a given year; and cooperative arrangements among colleges and universities such as consortiums to be developed when appropriate.

The Graduate Faculty

Criteria for Selecting Faculty; Needs of the Faculty (Faculty Load, In-Service Education, Supporting Staff, Leave Policy); Responsibilities of the Faculty (Scholarship, Teaching, Research, Creative Activity, College and Community Service).

CRITERIA FOR SELECTING FACULTY

A CONSIDERATION OF THE QUALIFICATIONS and responsibilities of the graduate faculty may be made with respect to the particular disciplines.

A member of the graduate faculty in health education, physical education, safety education, recreation education, and/or dance should hold an earned doctor's degree or its equivalent. Equivalence is to be interpreted as extensive experience, national reputation in the professional specialty, and authoritative status. Each member of the graduate faculty should have sufficient preparation in a selected phase of the discipline to assure a high degree of competence and provide background for significant research or creative production in the specialty. To ensure high standards to staff performance in the graduate program the following criteria for selecting faculty are recommended:

- Each faculty member should be qualified in one or more areas of specialization.
- Faculty should be selected so that the graduate program is taught by professors who have received their undergraduate and terminal degrees from many different institutions.
- The faculty should be comprised of both men and women.
- Age distribution should be considered in the selection and retention of the faculty.

NEEDS OF THE FACULTY

The graduate faculty consists of highly qualified professors who have been authorized by their institution to perform specified duties in the graduate program to which they are assigned. The various kinds of assignments include teaching, advising students, serving on thesis and dissertation committees, conducting research, and administering programs. The following guidelines regarding teaching loads and faculty assistance are minimum requirements which the institution should provide for its graduate program.

Faculty Load

- The maximum load of the graduate faculty member should be the equivalent of teaching nine semester hours.
- At least half of the professor's credited load time may be devoted to such activities as research, scholarly endeavors, creative contributions, publications, and professional leadership.

- The maximum nine hours of formal class assignment per week should be reduced in proportion to the percentage of time devoted to the functions described in the previous paragraph as determined by local institutional policy.
- The maximum nine hours of formal class assignment per week should be reduced in proportion to the percentage of time devoted to student advising and counseling, thesis and dissertation advising, the direction of individual study, and to college and community service.
- Each graduate faculty member should teach a minimum of one advanced graduate class per year in his specialty, irrespective of load reduction based on other duties described in the above paragraphs.
- Each faculty member should advise not more than five doctoral dissertations at a given time. If master's theses constitute a part of all the advising load an increased number may be justified.

In-Service Education

- Constant attention to the improvement of professional and research skills and keeping abreast of literature, research, and recent developments is essential. Faculty participation in student conferences, oral examinations, and seminars should be encouraged.

Supporting Staff

- The graduate faculty should be assisted by such personnel as research assistants, teaching assistants, graduate assistants or fellows, laboratory technicians, departmental librarians, audio-visual technicians, computor and machine operators, musical accompanists, secretaries, and clerks.

Leave Policy

- Each graduate faculty member should be granted a sabbatical leave in each seven-year period of service for the purposes of self-improvement and professional service.
- Faculty members should be granted periodic leaves of absence in order to undertake a significant academic project for which their recognized specialized competence is requested or when an unusual and significant opportunity becomes available to them.
- Flexible policies and procedures should exist to facilitate individual opportunities and experiences which are relevant and consonant with the instructional purposes of the department and with the professor's professional development.

RESPONSIBILITIES OF THE FACULTY

Scholarship

Scholarship involves a mastery in depth of an area of specialization and should be the goal of every graduate faculty member. It likewise includes research in a field of specialization, or creative thinking which leads to the exploration of new horizons, or the conduct of research which leads to increased knowledge. Scholarship includes writing which contributes to the accepted knowledge in the specific field. The faculty should be encouraged to participate and excel in scholarly pursuits.

Teaching

Persons appointed to the graduate faculty are expected to be competent to provide advanced instruction in their own specialties. Competency can be indicated by educational background, successful teaching experience, and creative and scholarly work.

- The graduate faculty member should teach courses in the area of his specialty. Where undergraduate programs exist it is desirable for him to teach an undergraduate course as well.
- The faculty should be of sufficient size so that the members teach in either an area or a group of related subjects which constitute a specialization. It is suggested that a graduate faculty of four is the minimum number for each of the areas offering a graduate program.
- Teaching competence should be recognized in terms of salary increments, awards, and promotions in rank.

Research

The graduate faculty should be competent in research and have had experience in guiding research activities in their areas of specialization. Competency for research can be judged by educational background, completed research in the area of specialization, published research reports, and participation in cooperative research projects.

- A graduate faculty member should be actively engaged in research, creative projects, and/or scholarly work in the special field of the thesis or dissertation for which he is an adviser.
- One member of the graduate faculty should coordinate the research activities for each area.
- Graduate faculty members involved in advising or coordinating research projects should publish research results periodically.
- Research competence and productivity of the graduate faculty members should be recognized in terms of salary increments and promotions in rank.

Creative Activity

An important characteristic of any graduate faculty member should be the capacity for creative thinking leading to the appreciation of a need to develop creativity in students; the exploration of new ways of extending student experience; the development of new ideas and new projects in the areas of research; and the development of expressive form in an art area or in similar or related fields. A faculty member's demonstrated imagination, resourcefulness, and capacity for independent thinking are important requisites to successful teaching, leadership, research, clinical work and artistic endeavor, and should be recognized in terms of salary increments and promotions in rank.

College and Community Service

Each faculty member has responsibilities to the department, to the college or university, and to the community. Membership on committees, participation in special assignments of projects within the total academic environment, and service to the community are factors which should be considered in the computation of teaching loads and in the recommendations for promotion.

The Graduate Student

Recruitment; Admission; Personnel Records; Program Advisement; Placement Services; Follow-Up Services

IN VIEW OF THE ANTICIPATED EXPANSION of graduate student enrollment in the decade ahead, the establishment of guidelines relative to several processes involving and affecting the graduate student in health education, physical education, recreation education, safety education, and dance is essential. We need to consider personnel programs and services in terms of recruitment, admission, personnel records, program advisement and career guidance, placement, and follow-up services.

RECRUITMENT

Since many students make the decision to pursue graduate study during their junior and senior years in college, honors courses can stimulate and encourage the most capable ones in this direction. The possibility of an area of concentration in the sciences or research-oriented courses as well as independent study in the upperclass years could give the more able students experience with advanced study. In addition, students in the various areas of graduate study are drawn from industry, community agencies, school systems, and governmental units.

- Recruitment policies and practices should include the dissemination of information on the purposes and scope of advanced study programs available at a given institution as well as information concerning the uniqueness of separate programs in departments of various institutions.
- Professional personnel should assist potential applicants for graduate study in their selection of a program commensurate with their abilities, interests, and goals. In addition, personnel should guide applicants to exercise ethical judgments in the relations with and commitments to the one or more institutions with which they are or will be negotiating.
- Schools should have established policies and procedures for the administration of the various types of financial aids available to graduate students. These must include definitions of the amount of aid and the nature and extent of student services. In keeping with this policy, departments providing graduate study programs should keep abreast of the increasing financial support for graduate students from governmental, philanthropic, industrial, and institutional sources.
- Departments should exercise control over graduate enrollments in accordance with their ability to develop and maintain a high quality program.
- The recruitment and selection process might be furthered by a series of regional graduate education data banks housing detailed information concerning institutional programs which could be matched with the interests and credentials of a potential student.

ADMISSION

Colleges and universities have established standards for admission of their students. These are generally minimum standards. Scholarly competence, usually measured by grade point average, has been the primary requirement for admission. The following are policies which should be considered by the institution in the process of screening and admitting the graduate student.

- Admission should be based on a number of selection factors rather than on a single absolute standard. This is especially true in "marginal" cases. The following criteria are suggested for consideration: (a) an applicant's professional preparation; (b) previous experience; (c) intelligence and knowledge; (d) communications skills; (e) personal integrity; and (f) professional interest and willingness to work. Due to the nature and specificity of certain advanced study programs, auditions, and/or personal interviews may be required. *However, the ultimate decision on marginal applicants for admission should not rest exclusively with one person.*
- A spirit of humanism should be maintained in the admission process despite increasing numbers of students, and administrators should guard against the tendency to depersonalize the entire process.
- Written institutional policies and procedures for admission to the program should be available to applicants; however, since programs in different areas of study have different purposes and content and require different competencies for admission, the regulations and policies governing admission to various programs should vary accordingly.
- Admission standards for the doctoral degree should be more selective than those established for the master's degree.
- A portion of the graduate students should be from out-of-state and foreign countries.

PERSONNEL RECORDS

The value of accurate and useful student records has always been accepted in principle as an essential ingredient of student personnel programs in schools and college. These records should be deemed classified information and the student's adviser should have custody and be responsible for the security of such records. Duplicating techniques, data processing systems, and the growth of a "numeralized" society require a "monitoring" approach to this area of institutional responsibility and service as it involves the graduate student. The following types of information on graduate students should be a matter of record and maintained for each student:

- Application form—provides background information.
- Transcript of all academic work—provides academic background.
- Evidence of aptitude—commonly gleaned from examination.
- References—provide relevant information concerning personal and professional qualities.
- Communications skills—a writing sample, scores on reading and/or comprehension tests.

PROGRAM ADVISEMENT

A program of advisement and career counseling is essential to the proper functioning of personnel services in any graduate program.

- Each institution should be responsible for establishing conditions and assigning responsibilities which will nurture effective advisement. Orientation of the student to the institution should begin immediately following admission and continue through development of a long-range program in the selection of major interests, in considering possibilities for research, field work, intern experiences, and career guidance.
- Advisement of students should be realistic in terms of their background and their professional goals. Admission to graduate study should not be interpreted as a guarantee of successful completion of degree requirements; however, advisers should be sensitive to the nature and scope of the programs of study which will best fulfill the student's goals.
- The adviser should be available for regular conferences with his advisees. If the student does not take advantage of this, the adviser should arrange for periodic conferences. An adviser of graduate students should be aware of the existence of services on campus which are available to the graduate student including guidance and counseling services, health services, and placement services. In addition, the adviser should be aware of the available experts at the institution who could give valuable technical assistance to the student relevant to his research work.
- Rules or regulations should reflect a tenable position for the institution and be fair and just to the student and in matters of advisement relative to the retention or dismissal of a student, written policies should be used.
- The maximum time limit for the completion of the master's and doctor's degree should be clearly established. Under extenuating circumstances provision should be made for a student to petition for an extension of the time limit.

PLACEMENT SERVICES

Most collegiate institutions provide a placement service whose function it is to help students secure professional or vocational employment. It acts as a liaison between prospective employers and employees, informing each of the other's availability. In many schools, the placement service arranges interviews and provides periodic communications and reports of available positions to interested applicants. The placement service should be available to graduate students while they are enrolled at the college or university as well as after they leave the institution.

FOLLOW-UP SERVICES

A follow-up program is helpful in stimulating the former student's professional growth. It may involve interviews with the former student and with the employer, questionnaires, evaluation by correspondence, and/or informal discussions at conference meetings. Through such a program, the institution of higher learning can continue to be of service to the former student; it can profit also from the student's evaluation of the program and suggestions for revisions. Follow-up studies on a planned basis should be a part of the evaluation process of a graduate program.

Instructional Methodology

The Lecture; Small Group Discussions—Seminars; Clinical, Laboratory, and Field Experiences; Independent Study; Newer Instructional Formats; Summary.

INSTRUCTIONAL METHODOLOGY AT THE GRADUATE LEVEL should be based on understanding of the purposes of graduate study. To consider problems of methodology independent of goals becomes a futile pedantic exercise, for the method evolves from purpose in much the same way as form follows function. The central premise upon which graduate study is based will shape and ultimately determine methodology.

The term *methodology* is subject to several interpretations. For example, it can connote a general methodical approach to the organization of subject matter, a system of procedural techniques for teaching specific content, or a particular way of manipulating the dynamics of the teacher-student relationship.

Graduate study is carried on in a number of different ways and reflects a wide range of quality of program, students, and instruction. Graduate study should provide the student with opportunities to explore his specialized area in depth, to develop an understanding of the process of inquiry, and to become aware of the complex interrelationships that exist between various fields of knowledge. The instructional methodologies that are used in graduate study should implement these basic purposes. It is doubtful that instructional methodology can be considered separately for physical education, health education, recreation education, safety education, and dance or any specialized area of endeavor, because the various methods of instruction can very well apply to all areas. In pursuing these and other points, it soon becomes obvious that problems concerning curriculum, programs of study, and faculty are involved. The nature of education is such that no one aspect can be fully understood apart from the whole. Fragmentation is impossible in the successful pursuit of education. Bruner states that ". . . a curriculum reflects not only the nature of knowledge itself but also the nature of the knower and of the knowledge-getting process. It is the enterprise *par excellence* where the line between subject matter and method grows necessarily indistinct. . . . Knowing is a process , not a product." [1]

The main questions are those of purpose and emphasis. Today is the era of the specialist; yet never has there been a more desperate need for the synthesizing, coordinating talent of the generalist. Graduate study cannot be both general and specific with any high degree of excellence. Perhaps it is possible, however, to produce the student who develops expertise in a specialized area while maintaining an informed cognizance of the general context. Is it not possible to train what Fuller refers to as *comprehensivists* rather than the more insular kind of specialist? [2]

The instructors' teaching style and the students' learning style are factors which can cause the effectiveness of instructional methodologies to vary from one situation to another. Not enough emphasis has been placed on the matter of style in considering instructional methodology. Mosston has written at some length about this matter and has given some interesting views on variations of teaching styles.[3] McKeachie re-

ports that the following factors of learning are believed to be important in effecting the students' achievement of the objectives of education: *motivation, organization, variability, verbalization, feedback, contiguity,* and *active learning.*[4]

Methodology must be planned and implemented in ways that are based on a sound understanding of the principles and objectives of learning and teaching. Therefore, teaching methods *per se* do not have independent significance; they become meaningful only in specific application. A characteristic of effective methodology is flexibility. The selection of the specific method or methods should be determined by teacher competency, the purposes of a specific educational activity, and the extent to which the principles of learning that underlie those methods are implemented.

THE LECTURE

Barzun believes that the individual gifts of the lecturer determine the effectiveness and value of the lecture. Although he acknowledges and somewhat applauds the dramatic effects frequently employed by good lecturers, he does not confuse them with the central validity of the good lecture. "The speaker projects himself and the subject. The effects are not laid on, they are the meaningful stress which constitutes, most literally, the truth of the matter. This meaning as against fact is the one thing to be indelibly stamped on the mind, and it is this that the printed book cannot give." [5] The exclusive use of lecture would seem most inappropriate to advanced study, but surely it can be judiciously and profitably used.

SMALL GROUP DISCUSSIONS—SEMINARS

There seems to be consensus that the small discussion group, or the seminar, yields the greatest variety, accomplishes more, and presents the greatest difficulty to the teacher. The successful conduct of small group discussions requires very special abilities in a teacher. "He must moreover know how to correct without wounding, contradict without discouraging, coax along without coddling. . . . His role is that of an orchestra conductor, except that neither he nor his men have a score before them." [6] Freedman notes that the interdependence of disciplines emerges through such discussion perhaps more than in other kinds of instructional situations.[7] This certainly is hospitable to Fuller's aforementioned concern with the development of the coordinated comprehensivist.

CLINICAL, LABORATORY, AND FIELD EXPERIENCES

Experiences in clinical situations such as internships and supervised fieldwork, teaching assistanships, research assistantships, and studio work

provide unique opportunities for the student to have a more personal encounter with his subject.

INDEPENDENT STUDY

Independent study can range from individual course projects to a research thesis or creative work, from laboratory experimentation and observation to programed learning. The degree of success in independent study is based on the background knowledge of the student and his level of motivation. The lack of final answers will not inordinately discourage the independent student who has had nurtured in him a strong appetite for inquiry.

NEWER INSTRUCTIONAL FORMATS

Mechanical ways of organizing learning experiences including programed instruction should be used when appropriate, to free the teacher and to assist the student in exploring new concepts of his discipline at his own rate. Team teaching should be practiced when appropriate, to make it possible for competent teachers from various disciplines to facilitate the learning process. Closed circuit television, video tapes, and multi-sensory electronic devices provide further aids to learning and possibilities for research.

SUMMARY

No precise rule can be laid down for instructional procedure in a graduate class, unless one states it as adaptation to content and objectives for the lesson, to ability of the instructor, and to maturation and ability of the students in the class. In any case, the instructional effort must be looked upon as a cooperative process, a teaching-learning process by which both student and teacher consciously seek student development. Traditionally the teacher has been held responsible. He will doubtless continue to chart the course.

Perhaps the ultimate outcome of sound methodology in graduate education is the development of the student who is able to do independent study. According to Barzun, "The whole aim of good teaching is to turn the learner, by nature a little copycat, into an independent, self-propelling creature, who cannot merely learn but study—that is, work as his own boss to the limit of his powers."[8] It is said that man is a shaping organism, that he seeks form, that he is completion seeking. Sound methodology acknowledges this and, therefore, does not superimpose final answers on the questioning mind.

The student who is capable of and eager for independent study is ignited by ideas that in turn ignite others. The pursuit of excellence becomes self-generating. Students should be stimulated and encouraged to question professors, ideas, and the profession.

Footnotes

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[5] Barzun, Jacques. *Teacher in America*. New York: Doubleday and Company, Inc. 1959. p. 38.

[6] *Ibid*. pp. 40, 41.

[7] Freedman, Morris. *Chaos in Our Colleges*. New York: David McKay Company, Inc. 1963. p. 121.

[8] Barzun. *Op. cit*. p. 250.

GRADUATE EDUCATION

CHAPTER VI

Instructional and Research Resources

The Library; Data Processing; General Institutional Research Resources; Special Laboratories; Other Instructional Areas; Community Resources; Audio-Visual Aids; Financial Support Within the Institution.

THESE GUIDELINES, which characterize the resources essential for quality graduate study, should be applied with flexibility in the recognition that graduate programs differ in their needs for instructional and research resources depending upon the nature and scope of the program.

THE LIBRARY

- There should be a supply of books, periodicals, unbound references, and other resource materials that reflect the full range of understandings and professional writings in the several fields and in other cognate areas.
- The department should regularly supply the library with the lists of resource materials that should be made available for use in graduate study. These could be supplied in the form of departmental bibliographies and course reading lists.
- There should be available a professionally-trained librarian whose responsibility is to provide consultant services in relation to the unique problems of the graduate students and faculty.
- If the institution's library resources are decentralized in several buildings or in widely separated areas of a single building, the literature relevant to a particular field should be located in one area.
- Group study areas and individual study carrels should be available for graduate students and faculty.
- Photocopy equipment should be available for use, preferably without charge.
- Readers should be available for microfilms, microcards, microfische, and other similar materials.

DATA PROCESSING

- The facilities of a computing center should be available for research activities of faculty and graduate students and for use in connection with courses offered at the institution.
- Where possible, computer services for unsponsored faculty research and for graduate student research should be provided without charge. A charge may be made for the use of the computer, particularly where the research is funded by the federal government or other agencies or foundations outside the institution.
- Data processing consultants should be available preferably without charge to give advice and help to faculty and graduate students regarding data analysis. The services of the consultant are not expected to substitute for courses in statistics, analysis of mass data, sampling theory, and research methods.

- The computing center should offer a short course in computer programing as a service to faculty, staff, and selected students.
- Statistical laboratories should be available where faculty and students can use computers, calculators and other computation equipment necessary for recording data.

GENERAL INSTITUTIONAL RESEARCH RESOURCES

The institution should provide services for faculty through a central office and, where appropriate, for graduate students in support of their research and other creative activities. These services should include—

- Assistance in locating funding programs and developing and submitting proposals.
- Payment of expenses for research exploration, such as visits to funding agencies to discuss research proposals, conferences to discuss research ideas, and use of consultants to help develop research proposals.
- Financing of pilot studies in order to encourage research and other creative activities which might lead to follow-up proposals that are eligible for federal or other funding on a larger scale outside of the institution.
- Financing of faculty research and other creative activities which may not be of interest to funding agencies in order to encourage faculty research activity.
- Provision of funds to disseminate significant research findings.

SPECIAL LABORATORIES

- A laboratory should be provided for instruction and research which contains the facilities and equipment essential for laboratory experiences in courses in the scientific foundations of the several fields.
- Department laboratory facilities and equipment should be provided for faculty research and faculty-endorsed student research. Evidence of adequacy of the department laboratory should be reflected in the availability of facilities and equipment needed for research carried out by students and faculty rather than the variety of facilities and equipment.
- Special laboratories as needed by the several areas should be provided. These may differ widely and no one type of facility will be a suitable model for all areas. For example, theaters, camps, outdoor centers, and experimental roadways may be needed for instructiona' laboratory experiences and research in some of the several areas.

OTHER INSTRUCTIONAL AREAS

- Various instructional accommodations and aids should be available, such as conference rooms, classroms, seminar rooms, dance studios, gymnasiums, and automobiles, etc.
- Specialized instructional areas should be provided for courses which require highly specialized use or which require instructional equipment that must be installed permanently or must be stored in the room because of bulk, weight, or other special considerations.
- Where instructional areas cannot accommodate equipment, conveniently-located storage space should be provided.
- Rooms with movable chairs and tables should be provided for seating and other arrangements which fit the size of the group and the nature of the class activity.
- Rooms should be provided for faculty-student conferences. Private faculty offices are suitable for conferences with individuals, but the conference rooms are needed to accommodate small groups of students who wish to confer with members of the faculty.

COMMUNITY RESOURCES

Community problems and the expansion of the body of knowledge in the several fields requires that instructional and research activities be extended outside the institutions. Opportunities for research or field experiences should be provided for faculty and graduate students in schools and other appropriate agencies.

AUDIO-VISUAL AIDS

A comprehensive supply of films, tapes, records, filmstrips, and other audio-visual materials, and the audio and viewing equipment required for these materials should be readily available to the department. There should be space in the department for individual and group use of this equipment. In addition, the library should have such equipment installed in cubicles or other suitable areas where students may use the equipment without being disturbed or without disturbing others.

FINANCIAL SUPPORT WITHIN THE INSTITUTION

The institution's budget should provide for and maintain instructional and research resources needed for quality graduate programs.

GRADUATE

PROGRAMS OF STUDY

EDUCATION

GRADUATE EDUCATION

CHAPTER

VII

Health Education

Degrees and Expected Outcomes; Admission Requirements; Degree Requirements (The Master's Degree, The Doctoral Degree); The Core Body of Knowledge (Health Sciences, Behavorial Sciences, Education, the School, and Society, Evaluation and Research); Areas of Scholarly Study and Research; Organization of Courses.

DEGREES AND EXPECTED OUTCOMES

MASTER'S DEGREE PROGRAMS IN HEALTH EDUCATION* are designed to prepare teachers, supervisors, and coordinators for elementary and secondary schools, college instructors, and health educators for community organizations. They should provide basic graduate education for those who wish to proceed to further advanced study.

The doctoral programs in health education are designed to prepare university and college teachers, research workers, and leaders at the higher levels of responsibility in schools, colleges, universities, and communities.

Different kinds of master's and doctoral degrees may be granted. The differences in these degrees, including the Ph.D. and the Ed.D., are chiefly generic and vary according to institutional requirements.

Graduate study in health education beyond the master's degree but not culminating in the doctoral degree is offered in some institutions. These programs are so varied, however, that setting conference guidelines is not feasible at this time.

ADMISSION REQUIREMENTS

The standards for admission to graduate work in health education should meet those established by the institution's graduate school or council. The health education department or committee should make careful assessment of the applicant's potential for graduate studies by use of the appraisal methods discussed in the section pertaining to the graduate student.

Qualified candidates from areas such as biological sciences, behavioral sciences, nursing, dental hygiene, physical education, and health education may be admitted.

Graduate study in health education should meet the standards established by an institution's graduate school or council. It is expected that these programs in health education will also meet, and preferably exceed, the minimum standards of appropriate accrediting agencies for graduate study.

DEGREE REQUIREMENTS

The Master's Degree

The successful completion of the master's program should require a minimum of one academic year. It may take longer, depending upon the undergraduate background and objectives of the student. The comple-

*The information from the Program of Study in Health Education should be read and interpreted in relation to guidelines in the chapters on the Factors of Over-All Concern and the Purposes of Graduate Education.

tion of the doctoral program should require a minimum of three years beyond the baccalaureate degree, and may require more time.

A final comprehensive written and/or oral examination to test the candidate's overall knowledge and understanding of the field of health education should be administered at the completion of the program of study for the master's degree.

The master's thesis may be optional. When a thesis is not required, a student should be expected to prepare a written research report that demonstrates his ability to investigate a problem and present his findings effectively.

An oral examination in addition to the master's thesis or research report is recommended. In both the master's and doctoral programs, the student should be provided with a clear statement of the areas of knowledge to be included in the examinations and suggested references to be studied.

The Doctoral Degree

At the doctoral level it is recommended that after completion of course work and before proceeding with the dissertation, a comprehensive written and oral examination be given in the field of health and in the related area (s) of concentration. The dissertation should be required and should meet the same quality standards expected of doctoral dissertations in related areas. Committees to supervise the preparation of and to approve the thesis or dissertation should be appointed in accordance with the policy of the graduate school or other administrative unit granting the degree. The chairmen of these committees should be faculty members qualified in the area of health education or in the area under investigation. The student has the right to expect close supervision in his development of the thesis or dissertation. Greater independence of study should be expected of the doctoral student than of the master's candidate.

The language requirement for the doctoral degree may be optional but should be in accordance with the practice and policy of the degree granting unit of the university.

THE CORE BODY OF KNOWLEDGE

The graduate curriculum must be flexible enough to meet the particular needs, interests, and career expectations of the individual student but be sufficiently well structured so that each student on receiving his degree is competent in the common core areas described below. It should be noted that learning experiences within the common core cannot be identified as master's or doctoral level requirements.

Health Sciences

Graduate studies should strengthen and extend the student's knowledge of scientific facts and principles pertinent to personal, family, and community health. In addition to a reasonable background in selected basic sciences, such as human biology, anatomy and physiology, chemistry, and microbiology, graduate study should include depth in special health content areas, such as nutrition, mental health, accident prevention, disease control, marriage, and family life.

Behavioral Sciences

The graduate curriculum should include sufficient preparation in the behavioral sciences, particularly psychology (social psychology), sociology, and social (cultural) anthropology to provide background for understanding selected concepts with application to health education, i.e., decision making, belief structure, psychology of language, value systems, learning theory, communication theory, community organization, and group dynamics.

Education, the School, and Society

The content of this core area should provide the graduate student with greater knowledge and understanding of the psychological and social foundations of education, i.e., how people learn; the place of education and schools in society; and history and philosophy of education, including health education. In addition, there should be emphasis on curriculum theory, the structure of knowledge, and methods of improving health education in schools, colleges, and communities. A knowledge of the nature and scope of higher education, including teacher and graduate education, should be required of doctoral students.

Evaluation and Research

The master's program should provide a research competence sufficient to locate, understand, and evaluate the findings of health related studies and to interpret these for the benefit of students or the general public. The candidate should be able to evaluate educational materials and to construct and apply instruments for evaluating the outcomes of health programs.

Doctoral study should result in a more comprehensive knowledge of statistical procedures, research design, and methodology, with emphasis on the method to be used in work for the dissertation. The dissertation itself should provide a significant research experience.

AREAS OF SCHOLARLY STUDY AND RESEARCH

Emphasis at the master's level should be on competency in health education which necessitates breadth of study within the common core. Specialization may be in school health education or community health education.

The doctoral student is expected to have continued experiences in the common core areas. The third year and dissertation required of the doctoral candidate permit a high degree of specialization. An interdisciplinary approach with a concentration in areas related to health education is recommended. Examples of some of these areas are administration, higher education, family life education, child development, mass communication, educational media, behavioral sciences, and community health.

ORGANIZATION OF COURSES

A graduate program of study is developed to fulfill the individual needs and professional goals of the student. To prepare students for health education positions in teaching, supervision, administration, or community work, some areas of study are basic to the education of all; other areas meet special needs.

The sequence of courses is determined by departmental requirements in the areas of study selected and may vary with institutions. The program for the graduate student should be planned to develop the best possible integration of common core courses and supporting experiences focused on the health education career objectives of the student. In conjunction with the program, schools, community, and governmental agencies should be utilized to provide professional laboratory experiences for all students.

GRADUATE EDUCATION

CHAPTER VIII

Physical Education

Degrees and Expected Outcomes; Admission Requirements; Degree Requirements (The Master's Degree, The Doctoral Degree); The Core Body of Knowledge and Areas of Scholarly Study and Research; Organization of Courses.

DEGREES AND EXPECTED OUTCOMES

THE DEGREE AT THE MASTER'S LEVEL* may be awarded to persons in either of two educational patterns. One is the teaching-career-oriented or professional curriculum, such as the M.Ed. or the M.A.T.; the other is the specialization or research curriculum, such as the M.A. or M.S. The doctoral degrees, the Ed.D and the Ph.D., require greater depth of study while providing the same two emphases.

Both the professional degrees and the research degrees at either level are scholarly in their approach; the difference is manifest in the way the acquired knowledge will be used. The person who achieves a professional degree needs to know and understand the theories of the field in order to apply them. The person who holds a research degree must be able to examine and test theories for the purpose of developing and formulating new theories.

The Ph.D. program involves training in methods of research, statistics, and interpretation of data, independent research experience, and depth in an area of specialization of the student's choosing. The courses are theoretical and research oriented and geared toward the development of quality and depth of work leading to sustained interest and effort in research throughout the professional career. The student who completes such a program should be able to plan and advise research projects. The Ph.D. program is tailored for individual goals rather than highly prescribed.

The Ed.D. is oriented to teaching, supervision, or administration rather than research. The program aims at understanding and interpreting research in order to use it. The student should obtain depth in an area of specialization. Related professional education courses are taken in methods, curriculum, educational philosophy or structure. It is assumed that students in the program have had professional experience.

Experimental degree programs have been initiated. These programs may vary from 30 to 60 semester hours beyond the master's degree. They may be certificate programs in professional preparation or may lead to an intermediate degree.

ADMISSION REQUIREMENTS

It is recommended that the candidate for the master's degree (1) have completed a baccalaureate degree with a minimum of 18-24 semester hours of theory work in physical education with the intention of removing any deficiencies in the early stages of graduate study; and (2) show evidence of intellectual promise and potential success in pursuing gradu-

*The information from the Program of Study in Physical Education should be read and interpreted in relation to guidelines in the chapters on the Factors of Over-All Concern and the Purposes of Graduate Education.

ate work as based on such factors as grade point average, rank in class, letters of recommendation, and performance on standardized test. (GRE, Miller Analogy Test, or other appropriate tests).

It is recommended that the candidate for the doctor's degree show evidence of (1) having completed a master's degree or the equivalent, with specialization in physical education at either the undergraduate or master's level; and (2) having high intellectual promise and potential success in pursuing graduate work as based on factors such as grade point average on undergraduate and graduate work and performance on standardized tests. Standards on the grade point average and test scores should be significantly higher than those required for admission to a master's degree program.

DEGREE REQUIREMENTS

The primary purpose of education beyond the baccalaureate is to improve the competency of the individual in his professional work. Competency should be defined in relation to the requirements of the job and should be assessed in setting the requirements for the next step of achievement in professional growth.

The Master's Degree

The individual who wishes to improve his ability to teach physical education should become a master of his field first. Minimum certification requirements are usually specified according to state for the physical education teacher of children, but in addition to the competencies required for permanent certification by the state, the teacher should acquire breadth of competency in the field. The master teacher of physical education should be capable of demonstrating minimum competencies in those areas recommended in the section on "Specialized Professional Education" in the AAHPER conference report, *Professional Preparation in Health Education, Physical Education, Recreation Education*[1] and should also be capable of performing the skills of his profession as recommended in the report.

In addition to the breadth of competency, the master's candidate may be required to develop some depth in areas of his special interest before being awarded an advanced degree. Minimum competence in the broad areas of physical education is considered a requisite to specialization. The student's ability to understand the interrelationships of the various aspects of his field should be rigorously evaluated.[2]

Each student in the program should be able to read and understand published research and to apply his findings. Candidates for the research type of degree should be able to design, conduct, and report research projects. All candidates should present evidence of ability to solve problems and to write creatively. This requirement may be met by a thesis or

other project of significance. In addition, there should be some field work, laboratory or teaching experience appropriate to the degree for which the candidate is working.

The master's student should devote full time to graduate study and research in residence at his college or university for a minimum of one semester, one quarter, or one summer session.[3]

The Doctoral Degree

At the doctoral level the candidate specializes in an area in which he has previously studied. At this time the student should devote full time to graduate study and research in residence at his college or university for a minimum of one academic year. During this time he should be required to demonstrate competence in the "scholarly tools" appropriate to the particular degree, e.g., foreign language, statistics, research methodology.

At the doctoral level the student should be required to present a dissertation appropriate to the doctorate degree with an oral defense of the dissertation before a committee of departmental faculty. In addition to this there should be rigorous examinations in written and/or oral forms according to the regulations of the institution.

THE CORE BODY OF KNOWLEDGE AND AREAS OF SCHOLARLY STUDY AND RESEARCH

The following areas of scholarly study have been determined with reference to the assumption that the core body of knowledge of physical education concerns human motor performance. Although the emphases and approaches may vary with the degree pursued, all of the following areas are appropriate for scholarly study and research.

- Meaning and significance of physical education including philosophical and historical considerations
- Social, cultural, and aesthetic aspects of physical education
- Behavioral aspects of physical education
- Motor learning and motor development
- Biomechanics
- Exercise physiology
- Administration
- Curricular aspects of physical education including supervision, instruction, and curriculum development
- Evaluative aspects of physical education

It should be emphasized that these areas are not mutually exclusive. An individual's concentration may be in any one of several categories: physical education for the atypical, physical education in the elementary

school, administration of athletics, or a comparative study. Competency in the use of tools of research relative to these areas of study should be acquired.

ORGANIZATION OF COURSES

The sequence of courses is dependent upon the student's background and qualifications. It is recommended that early in the program, priority emphasis be given to breadth of understanding in the field of physical education. The second emphasis should be on experience which will ultimately lead to specialization and competence in research or other scholarly pursuits.

There should be an identifiable sequence of learning experience leading to proficiency in a specialization. Throughout the sequential series of courses, understanding and/or application of research should permeate all courses and experience. Research should be interpreted and used as extensively as possible.

There is substantive content related to the teaching of physical education. Appropriate scientific principles should be the foundations for all course development.

Footnotes

[1] American Association for Health, Physical Education, and Recreation. *Professional Preparation in Health Education, Physical Education, Recreation Education.* Report of a National Conference. Washington, D.C.: the Association 1962.

[2] Council of Graduate Schools in the United States. *The Master's Degree.* Washington, D.C.: the Council. 1966.

[3] *Ibid.*

[4] Council of Graduate Schools in the United States and the Association of Graduate Schools in the Association of American Universities. *The Doctor of Philosophy Degree.* Washington, D.C.: the Council. 1964.

GRADUATE EDUCATION

CHAPTER IX

Recreation Education

Degrees and Expected Outcomes (The Master's Degree, The Doctoral Degree); The Core Body of Knowledge; Scholarly Study and Research (Recreation Programing, Administration and Recreation Services, Natural Resources Management for Recreation).

DEGREES AND EXPECTED OUTCOMES

INCREASINGLY, STUDENTS IN RECREATION EDUCATION* are continuing beyond the traditional four-year baccalaureate program. It seems likely from present trends that the future may bring increasing numbers of five-year preparation patterns in recreation education as in the related social service areas. The probability is that such programs will culminate in the master's degree as the baccalaureate degree assumes less importance in higher education.

Graduate preparation in recreation education should be designed to prepare educators, administrators, supervisors, other leadership personnel, and researchers for a variety of positions of responsibility in recreation. The graduate program of study in recreation education should—

- Be sensitive to and reflect changes in social conditions.
- Be multidisciplinary and utilize an interdisciplinary instructional approach.
- Be based upon research and oriented toward the dynamics of the field of recreation.
- Relate the area of emphasis to a comprehensive framework of the recreation field.
- Provide a logical progression in breadth and depth of understanding from undergraduate to highest level graduate studies.
- Include approximately 50 percent of course work in recreation education at the master's level.

The Master's Degree

The master's degree in recreation education is usually an extension of the professional education carried on during the upper division college years. Its purpose is to bring about a deeper understanding of the academic substance with which the candidate is working. The student is expected to develop not only a competency in his field of emphasis, but also a reasonable command of the history and philosophy of recreation, of the psychological factors involved, and of the research findings that bear upon his professional interest. In some graduate schools, the student who is going on to the doctorate may be exempted from the thesis and final examination requirements of the master's degree; such procedures are a prerogative of individual graduate schools and are equally available to candidates in recreation education and in other fields.

*The information from the Program of Study in Recreation Education should be read and interpreted in relation to guidelines in the chapters on the Factors of Over-All Concern and the Purposes of Graduate Education.

A relatively new emphasis in graduate degree sequences is the Master of Philosophy or candidate for philosophy degree. This degree represents the terminal academic recognition for some and a temporary stopping point for doctoral candidates who have completed all but the dissertation.

The Doctoral Degree

The doctorate is the highest earned degree conferred. Some universities grant the Ph.D. which "is designed to prepare a graduate student for a lifetime of creative activity and research, often in association with a career in teaching at a university or college." [1] Others grant the professional doctorate which is intended ". . . to prepare a student for a lifetime of activity in his profession; this usually supposes the giving of service to the public in his chosen field, a tradition which has characterized the professions since the Middle Ages." [2]

Each of these doctorates has a place in recreation education, the choice being determined largely by the preferences at individual universities.

THE CORE BODY OF KNOWLEDGE

Recreation education is a term that is used to describe college and university preparation for several different areas of emphasis within the field. There is great diversity in the competencies required for successful practice and effective research within each area and in the educational means that can be used to acquire and reinforce learning at the graduate level. The several competencies are attainable by the usual classroom instruction, clinical experiences, participation in research activities, seminar discussions, independent study, and other means that may be devised.

Three principal areas of emphasis are observable in graduate level recreation education: recreation programing, administration of recreation services, and natural resources management for recreation. It is anticipated that each graduate student will elect to work in one of these areas of emphasis in which he will have completed the prerequisites for advanced study.

The competencies and understandings that are essential in each area of emphasis are likewise of three types: those essential to professional performance in an area, e.g., ecological understandings in natural resource management; those that broaden the student's professional perspective, e.g., proficiency in supervision techniques; and those that undergird the professional preparation, e.g., knowledge of individual and group psychology for work with people in recreation programing.

It is recognized that the areas of emphasis present many more competencies than can be achieved at the master's level. Intermediate and doctoral programs should result in more breadth and depth in the area of

emphasis of the candidate's choice. In addition, doctoral candidates will prepare a scholarly dissertation on the physical, psychological, or social effects of recreation on individuals. Sequential patterns of study should be planned in terms of the background and professional intentions of the student.

Regardless of area of emphasis, all graduate programs should enable the student to develop the following competencies:

- Basic understanding of various research methods and procedures, including the use of and the ability to interpret statistical data from fundamental tools of social investigation.
- The ability to design, conduct, analyze, and interpret research related to recreation and/or park problems.
- An understanding of the historical, philosophical, and social bases of recreation.

The doctoral student should obtain a broader understanding of research methodology, a greater competency in the use of tools of investigation, especially statistics, and a finer insight into problems of recreation, with greater ability to design, conduct, analyze, and interpret research in related areas.

SCHOLARLY STUDY AND RESEARCH

Recreation Programing

The career emphases in this area of recreation education may be therapeutic recreation, programs in youth-serving agencies, programs for the aged, church recreation, industrial recreation, programs in the armed forces, and outdoor interpretive services.

The competencies that are essential to these areas of emphasis are—

- Understanding of the nature of activity.
- Knowledge and understanding in depth of a program field.
- Knowledge and understanding of programing principles and development.
- Competency to design and develop programs to meet special needs with respect to unusual area and equipment requirements and other special problems posed by atypical conditions, special settings, or special age groups.
- Competency to meet the special needs of atypical people in a community setting.
- Competency to relate theory to practice through intensive clinical experiences and/or internships.

The competencies that provide a comprehensive recreation framework are—

- An understanding of principles of supervision of personnel.
- An understanding of principles of administration and management, including planning, organization, direction, and supervision, as well as specific aspects such as public relations and business procedures.
- An understanding of the basic principles of area, facility design, and layout as they relate to recreational use and resource management.

The competencies that provide foundation knowledges are—

- An understanding of the dynamics of human growth and development, with specific reference to needs, interests, and problems of age groupings.
- An awareness of social forces as they relate to recreation programing.
- An understanding of the behavior of people in group settings and activity.
- An understanding of special programing aspects peculiar to particular settings, e.g., hospital, youth development center, such as (a) special characteristics of participants, e.g., retarded, delinquent, emotionally disturbed, and the physiological, psychological, and sociological implications thereof; and (b) the philosophy, roles, function, and goals of related agencies, e.g., agencies concerned with delinquency, such as social welfare departments, the police, the courts, and the schools, and various academic disciplines, e.g., psychiatry, social work, occupational therapy, and physical therapy.

Administration of Recreation Services

The career emphases in this area of recreation education may be municipal recreation and park administration, camp administration, and/or college union direction.

The competencies essential to these areas of emphasis are—

- Knowledge and understanding of administrative principles, procedures, practices, and the principles of supervision of personnel.
- An understanding of principles of program administration and management, including planning, organization, direction, and supervision.
- An understanding of the legal aspects of recreation, including authority for operations, revenue sources, property acquisition, liability, etc.
- An understanding of the principles and procedures related to planning, development, design, and maintenance of recreation areas and facilities.
- An understanding of special administrative aspects peculiar to particular settings, e.g., resident camps, college unions.

The competencies that provide a comprehensive recreation framework are—

- Knowledge and understanding of programing principles and development.
- An understanding of the natural and man-made elements of the landscape and the logical steps in building a framework encompassing the entire scope of landscape planning; and an understanding of the organization of spaces, visual aspects of plan arrangements, circulation, structures in the landscape, and planning the region in relation to the site.

The competencies that provide foundation knowledges are—

- An understanding of the dynamics of human growth and development, with specific reference to needs, interests, and problems of age groups.
- An awareness of social forces as they relate to recreation programing.
- An understanding of the urban complex, including urban planning and the demands of an urban population in a changing society.
- An understanding of the behavior of people in group settings and activities.
- An understanding of community organization.
- An understanding of political theory, as related to public finances, power structure, politics, public policy, and decision-making.
- An understanding of business administration, including business law, personnel management, and public relations.

Natural Resources Management for Recreation

The competencies essential to this area of emphasis are—

- An understanding of the interrelatedness and uniqueness, including technical contributions, of various areas related to outdoor recreation, e.g., forestry, parks, recreation, wildlife management.
- An understanding of the basic principles related to planning of local, state, and regional areas.

The competencies that provide a comprehensive recreation framework are—

- An understanding of the principles and procedures related to planning, development, design, and maintenance of recreation areas and facilities.
- An understanding of and some degree of competence in personnel and fiscal management.

- An understanding of programing for outdoor recreation, including functions of organized and unorganized activity; types of activities, and the requirements (areas and facilities, leadership, finance, etc.) of each.
- An understanding of the legal aspects of recreation, including authority for operations, revenue sources, property acquisition, liability, etc.

The competencies that provide foundation knowledges are—

- An understanding of the concept of multiple use and maximum utilization of natural resources.
- An understanding of the urban complex, including urban planning and the demands of an urban population in a changing society.
- An understanding of the economics of natural resources.
- An understanding of government structure and function as related to services.

Footnotes

[1] Council of Graduate Schools in the United States and the Association of Graduate Schools in the Association of American Universities. *The Doctor of Philosophy Degree*. Washington, D.C.: the Council. 1964.

[2] Council of Graduate Schools in the United States and the Association of Graduate Schools in the Association of American Universities. *The Doctor's Degree in Professional Fields*. Washington, D.C.: the Council. 1966.

GRADUATE EDUCATION

CHAPTER

X

Safety Education

Degrees and Expected Outcomes; Admission Requirements; Degree Requirements (The Master's Degree, Intermediate Degrees, The Doctoral Degree); The Core Body of Knowledge; Organization of Courses.

DEGREES AND EXPECTED OUTCOMES

THE MASTER'S DEGREE PROGRAM IN SAFETY EDUCATION* is designed to prepare teachers, coordinators, and supervisors for elementary and secondary schools, school districts, and junio. colleges. The program likewise is designed to prepare personnel for government and private agencies, service organizations, and industry. It should also provide the necessary competencies for those wishing to proceed to an intermediate certificate or degree, or the doctorate.

Graduate study programs leading to an intermediate degree or certificate beyond the master's degree, consist of 30 or more credits and are designed to provide opportunities for needed specialization of a terminal nature or as a basis for advanced study.

The doctor's degree with an emphasis on safety education is designed to provide competencies for those wishing to teach at colleges and universities, researchers, directors of university safety centers, and for high levels of supervision in schools, colleges, universities, industry, private and public agencies, and governmental agencies.

ADMISSION REQUIREMENTS

Requirements for admission to graduate work in safety education should be the same as those for other graduate specialization at the particular institution. The institution should meet at least the minimal standards of an appropriate accrediting agency. The recommended degree requirements may be modified to fit the programs and purposes of particular institutions.

DEGREE REQUIREMENTS

The Master's Degree

An applicant for a master's degree in safety education must have a baccalaureate degree earned with a grade of B or better from an accredited institution. Applicants with an average below B may be admitted after demonstrating their capacity for advanced study.

Master's degree requirements should be equivalent to a minimum of one year of academic work beyond the bachelor's degree (30-36 semester hours). At least three-quarters of this work should be completed in residence. Work not taken in residence would be subject to approval by the individual departments and institutions.

At least one-half of the course requirements for the master's degree should be in the areas of safety education, accident prevention, and in-

*The information from the Program of Study in Safety Education should be read and interpreted in relation to guidelines in the chapters on the Factors of Over-All Concern and the Purposes of Graduate Education.

jury control. The candidate should provide evidence of his capabilities by meeting requirements, such as a thesis, supervised field experiences, and written and/or oral comprehensive examinations.

Intermediate Degrees

Applicants for admission to programs of advanced study leading to certificates or intermediate degrees shall present a master's degree from an approved institution and receive approval from the appropriate safety education department. Two years of professional experience or its equivalent are desirable.

While intermediate degree and certificate programs should be planned on the basis of the background and professional goals of the candidate, all should include a minimum of 30 semester hours of graduate study, of which two-thirds are recommended to be in safety education or closely related fields. Other requirements may be fulfilled by field experience, research projects, and independent study. In addition, professional work experience should be required before granting the degree or certificate.

The Doctoral Degree

An applicant for admission to doctoral programs, either professional or research oriented, must satisfy institutional requirements. He must also meet the safety education or departmental requirements relative to his competencies and capabilities for pursuing doctoral study. Furthermore, he must manifest a desire to advance knowledge and provide quality services in safety education, accident prevention, and injury control.

Doctoral degree requirements relating to residence, number of credits, and transfer credits should be the same as those for other specializations at a particular institution. Additional requirements may be recommended by the safety education department on the basis of the candidate's qualifications and professional goals.

The doctoral program is based on a comprehensive core of knowledge in safety education. The candidate should show proficiency in this core. In addition, courses and other experiences should be provided to keep him currently informed of the core of knowledge, prepare him to understand research findings and synthesize them for professional application, and give him a better understanding of the techniques for influencing safety behavior.

The culminating experience in the doctoral program should be a major independent scholarly undertaking which through research or other creative efforts produces a significant contribution to the field.

The post-doctoral program provides an opportunity for intensive and sophisticated research in safety and accident prevention. In addition to planned programs of post-doctoral study, provisions should be made for

highly qualified specialists to explore ideas and develop hypotheses in interdisciplinary settings.

THE CORE BODY OF KNOWLEDGE

The core body of knowledge in safety education represents the synthesis of factual information, methods of logical inquiry, and practical applications from many areas of study. It is, therefore, the function of the graduate curriculum in safety education to serve as a medium through which the student is brought into close relationship with this body of knowledge. Graduate education, then, provides opportunities which will aid the student to explore in depth pertinent information relative to his competencies in effecting successful programs in safety education, accident prevention, and injury control.

The core of safety education embodies the fundamental concepts of human behavior, philosophy, educational techniques, measurement, research methods, and epidemiology which lead to the development and understanding of the psychology of accident prevention and injury control. These concepts and understandings have application in such settings as traffic, home, public, work, school, farm, sports, and recreation where accidents are major problems in our society.

The breadth of the core programs should be much the same for master's and doctoral candidates; however, greater depth of knowledge, informed grasp of synthesis, and additional competencies for application in preventing accidents will be expected of the doctoral candidate.

Similarly, competence in evaluation and research will be expected of the master's and doctoral candidates, but the emphasis will be different. At the master's level emphasis should be directed toward the measurement of safety outcomes and programs. Master's candidates should be sensitive to the characteristics of quality research and equipped to understand research methodology and findings in safety education to the extent necessary for translating them into functional programs.

At the doctoral level, the candidate should be equipped to identify good research, to understand a variety of evaluation and research methodologies typically used in safety education, and to apply these to specific safety problem areas.

In addition, the doctoral candidate should complete a dissertation which demonstrates his ability to do scholarly investigation in depth in one or more safety related areas.

ORGANIZATION OF COURSES

Sequential courses involving lectures, seminars, and independent research should be programed for scholarly study for the graduate student in safety education. These courses should be organized and designed in

cooperation with a faculty adviser to serve the candidate's background and professional goals in safety education, accident prevention, and injury control. Following are guidelines for sequential course programing:

General Courses

- Social and philosophical foundations of education
- Psychology of learning
- Social psychology
- Statistics
- Human growth and development
- Adolescent and child psychology

Specialized Courses

- The philosophy and science of accident prevention
- Principles of safety education
- Problems of safety education and accident prevention
- Driver and traffic safety education programs
- Problems in driver and traffic safety education
- Psychology of safety education and accident prevention
- Safety engineering
- Highway and traffic engineering
- Traffic safety management
- Research methodology in safety and accident prevention
- Research in safety and accident prevention
- Organization, administration, and supervision of safety education and accident prevention programs
- Organization and administration of industrial safety programs
- Interdisciplinary aspects of safety education and accident prevention
- Field experiences for the safety specialist
- Independent study
- Dissertation and thesis seminar

Additional types of learning experiences in safety education include externships in such organizations as the National Safety Council, state departments of public instruction, highway safety divisions, governmental accident prevention divisions, and other national organizations responsible for accident prevention programs; and interrelationships with other divisions of the university dealing with aspects of safety education and accident prevention, such as the university safety coordinator, the legal staff, and the physical plant personnel.

CHAPTER XI

GRADUATE EDUCATION

Dance

Degrees and Expected Outcomes; Admission and Degree Requirements; The Core Body of Knowledge; Areas of Scholarly Study and Research; Related Areas in Dance Education.

DEGREES AND EXPECTED OUTCOMES

DANCE IN THE COLLEGES AND UNIVERSITIES* is now at the threshold of unprecedented growth. The experimental probing within the art itself, the ongoing research into its history and aesthetics, and the increased application of dance in education and therapy make timely the establishment of guidelines for graduate study.

The purposes of graduate study in dance are (1) to provide advanced study in depth and breadth in the discipline, (2) to further creative work and research that will extend the body of knowledge, and (3) to prepare individuals to assume teaching, research, and leadership roles.

Master's degree patterns should be available for those students who are interested in the teaching, writing, research, and recording of dance. The degree may be identified as master of arts or master of science.

Master's degree patterns should be available for those students who are interested in professional endeavor as dancers, choreographers, directors, musicians, and/or technical designers of lighting, sets, and costumes. The degree may be identified as master of fine arts or master of arts.

Doctoral degree opportunities should be possible for those students who wish to continue advanced study and research in dance.

The graduate student of dance has opportunities as a dancer, choreographer, ethnologist, writer, historian, critic, aesthetician, researcher, notator, film-maker, teacher, administrator, or therapist.

Each department must establish programs in dance which are appropriate to its needs and administrative framework. At the present time, departments of physical education provide different opportunities for specialization in dance. Some departments of physical education offer a major in dance, some a concentration, and others make available dance courses as a part of the physical education major.

ADMISSION AND DEGREE REQUIREMENTS

The student should have an undergraduate major in dance or equivalent competence. A desirable candidate who has fulfilled most of the requirements may be admitted with the understanding that deficiencies will be met according to institutional policy. As an index to admission and placement, institutions may wish to assess the student's ability in technique and composition and his knowledge in dance. An average of B in the undergraduate major should be required for acceptance into the graduate program.

The graduate program leading to the master's degree should require, as a minimum, one academic year of full-time study. The pattern for

*The information from the Program of Study in Dance should be read and interpreted in relation to guidelines in the chapters on the Factors of Over-All Concern and the Purposes of Graduate Education.

graduate study should be determined in relation to the student's focus and needs, and with the approval of the faculty adviser. A course in research techniques should be required of all candidates for the M.A. and M.S. degrees. A thesis is requisite for completion of the degree. A major choreography or other creative work is acceptable as a thesis.

Types of instruction used in dance include lectures, discussion, studio and theatre laboratory, seminar, field study, and independent study. Independent study should provide for the student's scholarly pursuit of his own interest, which may include choreographic production.

THE CORE BODY OF KNOWLEDGE

The discipline of dance embraces a body of knowledge comprising the psychological, physiological, and kinesiological principles of human movement; movement basic to expression and communication; choreography; history and philosophy of dance; the art of sound as related to dance; principles of theatre as related to dance; and dance ethnology, i.e., social, ritual, and art forms in various cultures.

AREAS OF SCHOLARLY STUDY AND RESEARCH

Based on the core knowledges of the discipline, the following areas of content should be offered for graduate study:

Dance Movement—Advanced study of techniques, systems, styles, and theories of movement

Choreography—Advanced experiences in dance composition

Repertory—Reconstruction of established dance works

Performance—Advanced study of the elements of performing

Production and Direction of Dance—Advanced theory related to artistic direction, theatre crafts and design

Music for Dance—Music resources—historical and contemporary

Dance Notation—Advanced reading and writing of scores, reconstruction, and comparative study of notation systems

History of Dance—Advanced study of selected periods in the development of dance

Aesthetics and Dance Criticism—Philosophical concepts of form and pri ciples of the critical function

Dance Ethnology—Advanced study of social, ritual and art forms of dance in various cultures—specific, comparative, and cross-cultural

Dance in Education—Theoretical foundations and critical analysis of teaching

Dance as an Adjunctive Therapy—Theoretical foundations and adaptation of dance movement to special needs

Film-making for Dance—Principles of filming dance and concepts related to the demonstration film, the documentary record film, the art film, and the kinescope

Research Techniques—Types of research, design, and evaluative criteria

RELATED AREAS IN DANCE EDUCATION

Areas of dance study may draw from other disciplines as exemplified by the following:

Dance in Education—Courses in the arts, the science of human movement, physical education, growth and development, psychology, and other behavioral sciences

Choreography and Performance—Courses in theatre, art, music, philosophy, anthropology, and the science of human movement

History of Dance—Courses in history, anthropology, theatre, art, music, architecture, literature, folklore, philosophy, languages, and comparative religion

Aesthetics and Dance Criticism—Courses in English, philosophy, and languages

Dance Ethnology—Courses in anthropology, ethnomusicology, art, folklore, languages, and comparative religion

Dance as an Adjunctive Therapy—Courses in physical education, physical therapy, recreation, rehabilitation, psychology, and other behavioral sciences

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